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Departmental evaluation of curricula in the divisions of theology and philosophy; humanities; natural science and mathematics; social studies; and teacher education. Attention is given to: Selection of content, concepts, and principles; organization and sequence of courses; and the relationship of one course to other courses in the light of institutional objectives.

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IV-20

MADONNA COLLEGE
LIVONIA, MICHIGAN

ED000339

"DEPARTMENTAL EVALUATION"

Sister M. Raynelda, C.S.S.F., Chairman.

MADONNA COLLEGE
LIVONIA, MICHIGAN

December, 1959

TABLE OF CONTENTS

Preface i

THE DIVISION OF THEOLOGY AND PHILOSOPHY 1

THE DIVISION OF THE HUMANITIES

Art. 4
English. 7
Journalism 11
Languages. 18
Music. 22
Speech 25

THE DIVISION OF NATURAL SCIENCE and MATHEMATICS

Biology. 30
Chemistry. 32
Mathematics 37

THE DIVISION OF SOCIAL STUDIES

Business 40
History 43
Sociology 46
Home Economics 49

THE DIVISION OF TEACHER EDUCATION 51

PREFACE

If an institution of higher education, having as its paramount objective the intellectual development of its students, strives for excellence of performance, it will be engaged in a continuous process of evaluation of its procedures and its modes of accomplishments. It will be always seeking new evidence concerning the effectiveness with which it achieves its purpose. Since the curriculum has direct and positive relationship to the quality of educational performance on the campus, its construction, revision and projection into the operational program will be one aspect of this continuous evaluation.

Experience shows that unless caution and vigilance are exercised courses will be added to the curriculum which will have little relation to the ultimate goals or will be unrealistic in the light of the present facilities and needs of the institution. It is essential, then, that the curriculum be frequently examined in the light of the final purpose to which the institution has committed itself and adjustments be made to meet the changing complection of the society and the world which have an impact on higher education. The institution of higher learning must make the necessary changes to help youth to make the transition from adolescence to adulthood and prepare them to assume their responsibilities as adults in modern society.

To insure integrity and balance of the curriculum in terms of clearly defined objective--to form intelligent and cultured woman of integrated personality--the faculty of Madonna College periodically engage in the process of re-evaluation of its curriculum. Before each printing of the college catalogue, each department under the direction of the divisional chairman, meets and studies the course offerings with the view of eliminating any course which is not related to the purpose of the institution and the needs of its students. More recently, in the years 1955, 1957 and finally in 1959, the faculty was engaged in a more intensive review of its curriculum and put down in writing some of its observations, considerations and conclusions. Each instructor examined the offerings in the light of the following criteria:

1. Are the course objectives related to the objectives of the division and ultimately to the institutional objectives?
2. Is each specific course the most economical and effective means of achieving the projected objective? Can the student receive the equivalent in experience in a more efficient way?
3. Can the staff now offering the course be reasonably expected to maintain effective standards of performance?

In the departmental evaluation of the curriculum, attention was given not only to the selection of content, concepts, principles etc., but also to the organization and a sequence of courses and the relationship of one course to the other courses in the curriculum in the light of the ultimate purpose of the institutional objectives and in this manner effect the desired integration of all the educational experiences. Certain weakness and limitations were also noted. The controlling factor of this analysis and examination was the precept of St. Paul: "But test all things; hold fast that which is good." (Thess. 5, 21.)

It should be noted here that further elaboration of the objectives of each specific course, where these objectives are reduced to observable patterns of behavior, is carried out in the syllabi constructed for each course.

The Committee on Curriculum and Educational Policy is grateful to the faculty for their ever ready willingness, patience and cooperation in this tedious and painstaking but rewarding labor which is directed toward the upgrading of the level of performance and effectiveness of the whole educational program at Madonna College. It is the hope of the Committee that the participants have found this experience invigorating and stimulating and will derive much satisfaction from the fruitful results derived from the study.

December, 1959
Madonna College
Livonia, Michigan

Sister M. Assumpta, C.S.S.F.
Sister M. Hugoline, C.S.S.F.
Sister M. Joela, C.S.S.F.
Sister M. Petronia, C.S.S.F
Sister M. Remigia, C.S.S.F.
Sister M. Raynelda, C.S.S.F.
Chairman

DEPARTMENT OF THEOLOGY AND PHILOSOPHY

OBJECTIVES:

In genere

The official Bulletin of Madonna College states that it has a twofold objective: "to form intelligent, dynamic and cultured women" and to "to nurture women of integrated personality who will think, judge, and act 'constantly and consistently in accordance with right reason illuminated by the supernatural light of the example and teaching of Christ.' "(page 11) It states further that the college endeavors to assist the student directly by courses in Theology and Philosophy, and indirectly by other courses to arrive "at conclusions concerning God and His creatures through principles of reason and faith. This science of seeing the world through the eyes of God, which is true wisdom, will be the principle of integration for her own life and knowledge, and the source of her ability to guide and enlighten others." (ibidem). It is, therefore, the formal purpose of the Division of Theology and Philosophy to cultivate in the student the habit of Christian thinking which will enable her to assimilate in conformity with her faith what is taught in literature and the sciences. In a word, the Division of Theology and Philosophy provides integration and the end beyond the ends of all other knowledge.

In specie

1. Theology

a. Aim: an understanding of the Natural Law and Christian Revelation, of their rational explanation and coherence, with a view of meeting successfully the challenge of Christian living. The primary emphasis is placed on the rational explanation to help the student grasp the relationship between principles and conclusions and to understand the cohesion of the whole structure of the Christian edifice.

b. Course: it is taught two hours a week for the full four years, and it is required for all Catholic students.

c. Text: the text is the English translation of the Summa Theologiae of St. Thomas Aquinas. When this text was introduced in 1951, class assignments were so divided that w two of every three hours were given to the Companion to the Summa by the Reverend W. Farrell, O.P., and every third hour to the text of St. Thomas. Subsequently, a change was made so that this procedure was followed in first and second years, while the third and fourth year students used only the actual text of the Summa. Since 1956, the Summa has been used exclusively in all four years.

d. Method: a flexible combination of the lecture-discussion method is used. The term "flexible" is selected because there are frequent variations according to the exigencies of the material under consideration. Most testing is done orally and informally in the course of discussions. Periodically written tests are given, in addition to the standard bi-semestrial and semestrial written examinations. Questions of these examinations are usually of the essay type.

Evaluation

a. Strength:

1. It offers a theological synthesis and not a part of it.
2. It provides the student with the rational explanation of the Faith she professes.
3. There is a constant association with the thinking of one of the greatest intellects of all times.
4. The student is unceasingly stimulated to expand her mental capacity and thus undergoes continual development; in no way can she consider this as rehash of her high school religion.

b. Weakness

1. Some Catholic critics might consider the course to be weak in its treatment of Sacred Scripture, Canon Law and Liturgy, but this is a college and not a Seminary, and the prudential judgment required by the time restriction was made in favor of a theological synthesis.
2. There are, no doubt, other weaknesses, but they are caused by individual failings and are not traceable to the course itself.

II. Philosophy

a. Aim: a comprehension of the fundamental problems which humanity has to face, and their diverse solutions; some knowledge of the great philosophers of our western civilization and their systems; an acquaintance with the working tools of the philosophic movement; and finally, an understanding of that system which is most compatible with Christian Revelation--Scholasticism--with an emphasis on the Thomistic viewpoint.

b. Course: this course is required and is taught three hours a week for two years. Since the seniors must concentrate on their majors and meet other requirements (e.g. Student Teaching, Laboratory Internship, etc.,) it is given in the second and third years. The formal course includes Introduction to Philosophy, Logic, Epistemology and Metaphysics. Because of curriculum restrictions only four can be offered. These were chosen primarily because they are fundamental and represent the order of developing thought, but also because their subject matter is not given any extended treatment in any one place in the Summa Theologiae.

c. Text: the text is the English translation of the Louvain series (The Philosophical Series of the Higher Institute of Philosophy, University of Louvain, Belgium) except for Logic in which at present The Elements of Logic by Vincent Edward Smith, is used.

d. Method: it is similar to that described above for Theology.

Evaluation

a. Strength:

1. It provides an answer to those problems which have no theological principles (such as Logic and Epistemology) and a competence by reason alone in regard to the deepest questions of existence.

2. As with the Summa, it uses the guided discovery method which stresses causal relationships. Although not so satisfactory as some other methods for examination recall, it furnished the student with the tools needed to handle the experience of living.

b. Weakness

The obvious weakness is that such fundamental disciplines as psychology and cosmology are not offered. However, in addition to the curriculum restrictions which demand that a choice be made, it must be remembered that: (1) rational psychology is covered thoroughly in the Summa; (2) courses in applied psychology are given in the several specialized disciplines (e.g. Education Psychology); (3) the fundamental principles of cosmology are also covered in the Summa. And as with Theology there are other weaknesses which are the result of individual failings.

Reverend James T. Shannon, S.T.D.
Division of Theology and Philosophy
September, 1959

THE DEPARTMENT OF ART

Since students in a liberal arts college expect a liberal training which includes the education of the mind, body and soul, the Art Department with its program, endeavors to satisfy at least in part, the craving of the aesthetic sense of the soul both in the sphere of appreciation and understanding of beauty as well as in the application of Christian principles of art to life situations.

DEPARTMENTAL AIMS AND OBJECTIVES

In conformity with the institutional objectives and in collaboration with the Division of Theology and Philosophy in which the Essence of all beauty is studied and with the Division of Humanities of which it is a part, the Department of Art strives:

1. To help develop a fully-cultured woman by educating her innate desire for understanding, appreciating and enjoying beauty.
2. To encourage creative and original work by affording opportunities for the development of artistic talents.
3. To give a distinctive christian feature to all work produced in the department, permeating it with the Christian way of life as opposed to the rampant secularization of art in modern times.
4. To prepare students interested in the teaching of art in the elementary schools.

To achieve the first of the objectives listed above, the Department of Art employs the following devices:

1. Orientation and interest in the appreciation, understanding and living the arts by having demonstrations, illustrated lectures and films relevant to art.
2. Periodic exhibits of student work and prints in places easily accessible to all students.
3. Courses of general interest to all students regardless of their field of special interest: i.e. The Humanities, History of Art.

To attain the second objective, namely to encourage creative and original work in those with artistic inclinations, the department offers besides the general training program, courses in special fields of interest; especially in painting, advertising, sculpture and ceramics. A series of painting classes, some of which are combined with laboratories in drawing are offered to those intent on developing the techniques of oil, tempera or gouache. For those contemplating on Art as a possible means of livelihood, preparatory and basic training is given in Lettering and Poster work, Advertising Design and in Drawing for Reproduction.

So that a distinctive Christian feature be evident in the work done in the department as indicated in the third objective, a sound indoctrination in the Christian philosophy of art is given through the History of Art classes, through relevant reading, discussion, evaluations of the artifacts, and through attending the current local exhibits of art. All work produced in the department must give evidence of a thorough understanding of the Christian principles of art.

CURRICULUM

To prepare students interested in art as a profession, the department plans basic courses for training regardless of the student's direction of interest. These courses are specific enough to prepare the student to take her place in an art school or institute which will broaden her professional scopes. Ample opportunity in cooperative projects is offered in which art students participate to prepare themselves more adequately for future work.

A minimum of 30 semester hours of credit is required of art majors. Among these the following are basic.

Art 7 or 8, Drawing and Composition	2 s.h.
Art 25, Color and Design	2 s.h.
Art 47 or 108, Lettering and Poster Design or Calligraphy and Symbolism	2 s.h.
Art 128, Figure Drawing	2 s.h.
Art 151-152, History of Art	6 s.h.

With this arrangement 14 hours are prescribed. The remaining are left to the option of the student.

To provide for students with art minors a minimum of 15 hours of credit is required, among which are the following courses:

Art 7, or 8, Crawing and Composition	2 s.h.
Art 25 or 47, Color and Design or 108 Lettering and Poster Design, or Calligraphy and Symbolism	2 s.h.
Art 151-152, History of Art	6 s.h.

The remaining credits may be earned by taking any of the other courses offered in the field of art.

To satisfy the need of students who take art for purely cultural purposes, courses in the Humanities in the History of Art are offered. No studio work or creative talents is expected of students enrolling in these classes.

To satisfy the needs of those aspiring to the teaching profession but having very little or no formal art training, a course in Art Education in the Elementary Schools is offered as a means of basic preparation for student teachers. Its aim is to introduce prospective teachers to a variety of art experiences which may come their way as a part of their teaching program.

To broaden the scope of art experience of art majors a few new courses were introduced into the curriculum. These are:

Art 141, 142	*Sculpture*
Art 161, 162	*Advanced Studio Problems*, in which independent work is *done in one field of the student's choice*
Art 171, 172	*Seminar in the Arts*, especially designed for those *interested in furthering* their knowledge in the history of art.

LIBRARY

The College library has approximately 200 books on the *History and Appreciation of Art*, and on creative arts. Reference books, *monographs* and *periodical*, although limited in number are available and in constant use.

DEPARTMENTAL LIBRARY

In addition to the material in the college library, the Department of Art possesses 150 books and illustrative pamphlets valuable to studio work. Travel books relevant to art, museum catalogues and publications in good variety are also available. Some periodicals because of their immediate use in connection with classes are located in the department: *The Catholic Art Quarterly*, *Art News*, and *American Artist*.

To facilitate the study of Humanities and the History of Art courses, the studio also has the following materials:

A. A set of 8000 slides, both in color and black and white.
B. A complete set of 5000 University Prints.
C. A selection of choice prints in color and in black and white for opaque projection.
D. Photographs and slides of student work done in this department and in that of other colleges.
E. Slide lanterns and opaque projectors.

PHYSICAL PLANT

The Department of Art occupies a double room on the ground floor at the extreme west end of the building in which the college is housed. A room located in the basement has been transformed into a room for sculpture. The department comfortably accommodates 10 to 12 students.

Although limited in space, it is nevertheless amply equipped with the materials needed for the courses currently offered. Art tables and chairs, easels, kilns, file cabinets for prints and slides belong to the permanent equipment of the department. Lockers for the storage of art materials as well as for student use are built in the walls and adequately serve their purpose. These are covered with display boards used for exhibiting students' work and for other informative data. Storage space for materials and equipment not used during a given series of courses is made available in the attic. Additional exhibit areas are supplied by the college for the public show of student work and other exhibitions on loan.

Sister Mary Angelina, C.S.S.F.
Madonna College Art Department
October, 1959

DEPARTMENT OF ENGLISH

DIVISIONAL OBJECTIVES

The Department of English as a section of the Division of the Humanities aims to contribute to the achievement of the specific Objectives of that division (cf. 1959-1961 Bulletin p. 27):

1. To deepen the knowledge of artistic heritage by the study of outstanding cultural achievements of great masters through the ages;
2. To develop and refine the aesthetic sensitivity to fine arts and to provide opportunities for creative expression in the area of literature;
3. To develop the power of written and oral communication;
4. To prepare teachers in the areas of humanities on primary and secondary levels.

The objectives listed above are in conformity with the institutional objectives of Madonna College; they are specifically directed to the achievement of the following institutional goals: (Bulletin pp. 10-11)

1. As a Liberal Arts College, its aim is to form intelligent women who by the development of the intellectual virtues..... will discern the true, contemplate the beautiful .....

   The courses offered by the department are designed with the purpose of helping the student to actualize her potentialities as a thinking woman so that she will be able not only to justify in the light of literary principles her responses and personal reactions to her immediate experience of reading literary works but also to rise above the consideration of details and arrive at contemplation of the general truth by which these details exist.

2. .....to nurture women of integrated personality who will think, judge, and act "constantly and consistently in accordance with the right reason illuminated by faith."

   Literature of all ages and nations gives many illustrations of disintegration of personality and other disastrous effects which follow one's failure to think, judge and act in accordance with right reason illuminated by faith.

3. As a College for Women, its aim is to prepare women, who ..... will be willing to minister to the physical, intellectual and spiritual needs of their neighbor in the professions and occupations suited to their nature.....

   That the ultimate success in many areas of service depends on one's ability to communicate with one's neighbors is a fact accepted by all educators, Hence one of the major objectives of the English Department is to develop in the students the ability to speak and write correctly and effectively and thereby enhance the proficiency with which they "will minister to the needs" of others.

CURRICULUM

To fulfill the requirements of the general education program in a liberal arts college, the Lower Division work in English is comprised of two courses in the two semesters of Freshmen year and in the two semesters of the Sophomore year required of all students. The first of these courses English 1 and 2 (Rhetoric and Composition) is intended primarily to give the students practice in writing prose effectively and in reading critically and intelligently; and secondly, to give them knowledge required for understanding, imitating and enjoying the literary forms, persuasive expository, narrative and descriptive; in other words, to enable the students to see the distinction among the forms of discourse; scientific, rhetorical and poetic. The desired result of this traditional course in rhetoric and composition is the same as of a course in communication, that is, the development of the effectiveness of communicating ideas, in writing and in speech.

In the first semester, the student learns to construct good sentences and paragraphs and to write short themes weekly applying the principles and techniques of correct and effective writing. In the second semester, the student advances from reading and writing for mechanical skills to reading and writing for excellence of expression. She is required to write longer themes of about 800 words every two weeks in which she concentrates on patterns of organization and effective, clear presentation of ideas. At the close of the semester, she writes a short research paper of about 2000 words.

The attempt to achieve the objectives of the first course in English is made by means of impromptu and prepared themes, by discussion and criticism of student themes in class and in private conferences, and by disciplined reading, discussion and written analysis of selected literary and scientific works.

In the Sophomore year, every student is required to take English 33 and 34, The Survey of British-American Literature. While the course is a basic one for English concentrators, it is also the terminal course for student in other fields. This is not a routine, a cafeteria style course as the title may imply. It does not consist of a reading of selected snippets from a variety of writers but of a careful study and detailed analysis of the constituent parts of different forms and types of representative works of each major period taken chronologically. The student, then, learns to apply basic literary principles to a specific work and state the value of this literary object in terms of her experience with it. The literary or aesthetic approach is emphasized; however the historical, philosophical and biographical significance of the work is not overlooked in so far as these aspects are related to the total effect of the work. At the same time, the student is encouraged to enlarge her vocabulary of literary terms and increase her sensitivity to beauty as well as to understand other people's interest in literature thereby making a philosophical generalization of what art means to human beings.

To continue further develppment of skill in expression, correlation between reading, writing and oral discussion is maintained. The student is required to write four papers each semester. These papers of about 1000-1500 words each are not documented or research papers, except incidentally, but rather interpretations of the works and values as a result of her own experience in reading.

UPPER DIVISION COURSES

To offset the evil of fragmentation on ground that an education is a living entity which must necessarily transcend its parts, in the scholastic year of 1957-1958, the program of concentration as a specific form of educational training and experience has been introduced in the English Department. The chief features of this program are the Reading Directed, the Senior Seminar and the final comprehensive examination. Concentration in English is not specialization in the graduate sense, but a systematically induced culmination of the student's four years of educational effort. The Senior Seminar and the Directed Reading Courses force the student to return to the sources, to reorganize, and relate all showing how each concept, even when expressed singly, suggests everything else; demonstrating that, where truths are interrelated, they must be used as a whole and finally proving that, if the human mind is one, then whatever material the human mind works on must be made what the human mind is -- one. In other words, the purpose of the program of concentration is to help the student correct the false view that education is piecemeal passing of courses, and to assist the student in the personal organization of knowledge, that is, to give her breadth as well as depth of knowledge. Furthermore, this program is admirably suited to provide for individual differences. An opportunity is given to the gifted student to explore wide horizons by independent reading without being in any way hampered by the less gifted.

In the Senior year the concentrator takes the Senior Seminar, the central work of which consists of the objective analysis of the literary data to the point of principles. The purpose of this course as the bulletin describes it (p.30) is coordination and organization of the knowledges and experiences in the various courses in English and American literature.

The concentrator applies the comprehensive critical knowledge and the principles she has mastered to the analysis of single author, selected with the approval of the director and of the literary genre which that author best exemplifies. During the semester, each concentrator is required to present a series of papers dealing with the author and the chief literary genre cultivated by him. The treatment must be comprehensive as well as intensive. The Senior Seminar, then, is a supplementary device, a booster in the curriculum circuit, which leads to coordination and the climax of Liberal Arts Education.

The two other required courses are Shakespeare and Medieval Literature. The significance of the former is obvious; the latter enables the student to discern a certain continuity between the past and the present so essential for a well rounded education. Then, the student may choose from the courses offered in the Victorian, Romantic, Contemporary Periods which give her a comprehensive view of the field and an ability to evaluate the work, in the light of literary and cultural history. The student is encouraged to note the nature of the work, its specific contribution to or departure from tradition, that is, to relate the literature of the period to the earlier or later period noting its historical as well as aesthetic significance.

A course in the Novel is also offered, In this course, the student is encouraged to recognize the essential structures of the various forms of the novel by analysis, by comparison and contrast and to ascertain the philosophy, that is, the system of values and assumptions about man and society embodied in it. The novel is also studied in the Directed Reading course; but since it is the most popular genre in the Twentieth Century, it seems feasible to retain the offering of a specific course in the novel and devote additional time to the study of it.

To give the student some knowledge of her own literary heritage, the department offers a course in Major American Writers (English 102). It is comprehensive in nature but adequate to give the student an appreciation of the contribution that America made to the realm of literary art.

Honors Course in English is designed for those who are capable of doing independent work. At present, this course meets adequately the needs of the gifted and serious students who major in English.

For those who intend to make teaching of English their profession the department offers two "prpfessional" courses; a course in Children's Literature to prepare the student for teaching on elementary and intermediate levels and a course in Methods in English for those who are preparing to teach on high school level.

CURRICULAR REVISIONS

To meet the objectives of general education in the first two years of college career, a ll the students were required to take two semesters of literature--Survey of English Literature (English 31 and 32)--in the sophomore year. Since in this course emphasis was given to English literature and only incidentally advertence was given to American Literature, the department felt that the course was inadequate. In the year 1959, the Survey course was made more extensive to include American Literature. In view of the fact, however, that many English majors are preparing to teach on high school level, and many high schools offer a course in World Literature, it is suggested that the department considers the feasibility of introducing a course in World Literature in the near future in place of the Survey of British-American Literature (English 33 and 34) currently offered.

In the year 1959-1960 the course in Advanced Writing was made a required course of English majors and prospective teachers. This course up to the present time was strongly recommended but still optional. The requirement may be waived by the Dean upon the recommendation of the department on the basis of the scores made on the English Cooperative Test.

LIBRARY FACILITIES

The library facilities of the English Department relatively speaking are adequate. The accessions are steadily increasing and a constant effort is made to strengthen the departmental holdings within the limits of the budget. The department has begun to build a library of phonograph recordings and other visual aids. In this respect, it should be noted, that the department has access to the facilities of University of Michigan Visual Aid Library and the Public Library of the City of Detroit.

The following periodicals are subscribed to:

Accent
Journal of American Literature
Atlantic Monthly
Best Sellers
Books on Trial
Catholic World
College English
Harper's Magazine
Journal of English Literary History
Kenyon Review
Poetry
Publications of Modern Languages Association
Nineteenth Century Fiction
Saturday Review of Literature
Spirit
Sewanee Review

Sister Mary Raynelda, C.S.S.F.
Department of English
November, 1959

DEPARTMENT OF JOURNALISM

I. OBJECTIVES

A. Departmental

The Journalism Department at Madonna College offers a minor to students seeking: 1) pre-professional training for journalistic work, 2) preparation for graduate work in the field, or 3) general education in newspress communication as an important factor in the American democracy.

To meet these varying needs, the Department aims specifically:

1) To provide a general orientation on the nature, function and practices of the newspress in our society.
2) To give a critical appraisal of the social and moral values of modern journalism.
3) To provide practical training in the basic techniques of press communication.

B. Divisional

As a department of the division of Humanities, Journalism aims to fulfill one of the objectives of that Division, namely, "to educate for intelligent and responsible mass communication specifically through the newspress." (See Aims Division, Bulletin P. 27)

C. General

As a pre-professional program set up within the framework of a liberal arts curriculum, Journalism shares in the fulfillment of the following general objectives of the College: (See general objectives.)

1) Intellectual - The Journalism Department endeavors to contribute to the student's development of the "intellectual virtues" which will enable her "to discern the true...and pursue ultimate good." Far from offering a mere training in skills, the journalism courses employ a broad background of principles - historical, psychological, ethical, artistic. The newspaper is studied as a vital factor in the American democracy and its policies and practices are given a critical appraisal.

2) Spiritual - The consideration of ethical principles applicable to the various aspects of journalism and the course in Problems in Journalism help to fulfill the second general objective of the College by broadening the student's understanding of faith and training her to think, judge, and act "constantly and consistently in accordance with right reason" illumined by faith.

3) Social - The contacts necessary for obtaining information from sources on assigned articles and the group work on the campus paper contribute to the student's social development, helping her to achieve sound relationship and to live harmoniously and cooperatively with others. The emphasis on the social responsibility of the press also makes her aware of the part she can play through her journalistic abilities in "ministering to the physical and spiritual needs of her neighbor."

4) Vocational - The courses in journalism offer the student preliminary preparation "for a profession suited to her nature" as well as for graduate study and further development. In conformity with this objective, emphasis is placed on journalistic work most adapted to a woman's influence: sections in newspapers, school news bureaus, publicity and promotional work for women's organizations.

Conscious effort is being progressively made to integrate the journalism courses with other areas of knowledge by frequent reference to other departments which are used as subjects of the writing matter or which shed light on the principles involved in the given course or assigned article. Study of the history of journalism correlates readily with American history. Editorial writing and advertising involve knowledge of the psychological principles of motivation. Principles of art enter into both newspaper and advertising layout. Theology and philosophy courses provide the principles of journalistic ethics.

II. CURRICULUM

The specific objectives of the Journalism Department are met by the following course offerings as listed in the 1959-1961 Bulletin:

A. Courses toward a minor in Journalism (Required 15 hours including Journ. 51 and 52).

Journ. 51 - Newspaper Reporting - 3 s.h. - The organization of the modern newspaper. News values and news sources. Structure of the news story. Practical training in gathering and writing typical news reports. Two hours lecture, two hours laboratory.

Journ. 52 - Editing and Copyreading - 3 s.h. - Principles of editing, headline writing, page make-up, use of pictures. Elements of mechanical production of the newspaper. Legal and ethical aspects.

Journ. 64 - Advanced Reporting - 2 s.h. - Advanced aspects of news writing: interpretative reporting, objectivity, popularization, publicity; ethical problems of reporting; application of principles in written news stories.

Journ. 71 - Newspaper Feature Writing - 2 s.h. - Nature and structure of the newspaper feature article. Study of newspaper feature markets. Intensive writing of newspaper feature stories.

Journ. 112 - Editorial Writing - 2-3 s.h. - Nature, structure, and function of the editorial. Study of Aristotle's Rhetoric and application of his means of persuasion to editorial writing. Types of editorials. Editorial page layout and contents. Objectivity and morality of value judgments.

Journ. 120 - History of Journalism - 2 s.h. - Historical development of the press in the United States. A survey of American newspapers and newspapermen. Current journalistic trends and practices as an outgrowth of the past.

Journ. 140 - Advertising - 2 s.h. - Basic principles and techniques of advertising in various media, with emphasis on the newspress. Economic, psychological, moral aspects of advertising. Copywriting and layout practice.

Journ. 150 - Magazine Article Writing - 2-3 s.h. Types of non-fiction articles for magazines. Magazine markets. Production of articles for publication.

B. Sequence

The courses are generally meant to be pursued in the following sequence:

Freshman year - II Sem. - Journ. 51
Sophomore year - Journ. 52, Journ. 64
Junior year - Journ. 71, Journ. 112
Senior year - Electives from Journ. 120, 140, 150

The selection and arrangement of courses has been made to meet the needs of journalism students. Journalism 51 and 52 provide the basic knowledge of principles and skills as a foundation for all subsequent courses. Journalism 64, 71, 112 provide intensive training in specific kinds of writing. Journalism 120, 140, and 150 allow the senior student to further develop her journalistic training in accordance with aptitudes and interests. History of Journalism is advised for those intending to do work on the graduate level; Advertising for those wishing additional training for immediate work in this field upon graduation; Magazine Article Writing for the more gifted and more articulate student, who can handle the preparation of extensive articles and who enjoys the challenge of sharing ideas with a wide body of readers.

C. Modifications of Course Offerings

The courses listed in the 1959-1961 Bulletin differ from the offerings of the immediately preceding Bulletin (1957-1959) in the following instances:

1. Introduction to Journalism has been eliminated since the material covered in this course is repeated and expanded upon in the subsequent courses, particularly in Newspaper Reporting and in Editing.

2. The content of the two reporting courses has undergone change. Journ. 51 - Newspaper Reporting will now cover the entire area of various types of news stories. Experience of a few years has shown that once students grasp the underlying principles of news reporting, they can readily learn the differentiating characteristics of the various types of stories. Sufficient laboratory exercise is provided by work on the campus publication. Journ. 64 - Advanced Reporting will now consider the more complex problems of newspaper reporting, such as, objectivity, popularization, ethics,

3. One course - Feature Writing - will be formed into two: Newspaper Feature Writing and Magazine Article Writing. The single course which included both types of features was found impossible of attainment in one semester.

Other changes in the curriculum were effected earlier throughout the eight-year period since the opening of the Department (Sept. 1951).

1. In the second Bulletin (1953-1955) the following courses were dropped:
    a) Ethics of Journalism - It was thought more effective to include the study of ethical principles in the content of each of the journalistic courses with special application to the given phase of journalism studied (e.g. ethics as applied to reporting).
    b) History of Journalism and Public Opinion and Propaganda - These two courses were temporarily removed from the Bulletin since there were no calls for these courses in the previous two-year period and none were foreseen in the subsequent two years.
    c) Introduction to Journalism was dropped on an experimental basis to test whether its omission would be noticeable in a student's subsequent courses.

2. In the fourth Bulletin (1957-1959) the following changes were made:
    a) The courses in Editorial Direction and School Publications were discontinued as unnecessary for students taking the regular curriculum in a journalism minor.

b) History of Journalism was re-introduced for students who planned to continue their journalism studies on the graduate level.

c) Advertising was introduced for other advanced students who did not wish to undertake graduate studies.

III. LIBRARY

The College library has a fairly adequate section on journalism. Additional books are being purchased annually with special emphasis on those areas which correspond with course offerings in a given year. In the past two years, books were purchased in the field of history and biography of journalism and in advertising. In the coming year more references will be purchased in the areas of journalistic ethics and law, public opinion and propaganda, critical appraisal of the field to supply reading matter for the course in Advanced Reporting.

The campus newspaper office has a number of quick reference books on the various practical aspects of newspaper editing. More standard materials as city and school directories, maps, almanacs, etc. are needed.

Journalism periodicals available to the students are the following:

Editor and Publisher
Writer's Digest
Scholastic Editor
The Catholic School Editor
Printers' Ink
Journalism Quarterly
The Quill

To be ordered the next term: Masthead (Editorial Writing)
Nieman Reports (Studies on various journalistic problems)

IV. EQUIPMENT

The journalism Department has a publications office equipped with typewriters, files of clippings, reference materials, back files of the campus newspaper and yearbook, dictionaries and synonym books, reference books on newspaper style and typography, files for kodachrome slides, files of exchange papers. The department also has a large built-in storage closet for supplies and photographic equipment. The department owns a 3¼ x 4¼ Speed Graphic camera and electronic flash as well as a 35 mm camera.

Since the last departmental study made in 1956, the following improvements in facilities and equipment have been made: transfer to a larger publications room; purchase of an additional typewriter, a newspaper rack, the electronic flash unit; construction of an adequate built-in storage cabinet; purchase of a bulletin board, a book case; installation of fluorescent lighting in the publications room.

V. APPRAISAL OF THE DEPARTMENT

A. Limitations

1. Enrollment - Small classes do not allow for sufficient competition and stimulating exchange of ideas. Further, since the same students also form the editorial staff of the campus publication, they can be readily overburdened with assignments.

Efforts are being made to overcome this limitation by combining small classes wherever possible, especially on the junior and senior level. It is difficult to combine lower division classes, especially in the basic courses which must be taken in sequence.

To remedy the overburdening with assignments of editorial staff members, class and staff assignments are occasionally made to coincide especially in the reporting, editing, and editorial writing classes.

2. Equipment and Materials - The noted needs in equipment, library holdings and materials (see page 4 and 5) can be provided gradually through use of the annual departmental budget.

B. Effectiveness

Despite the obvious shortcomings because of small enrollment, the Journalism Department has yielded the following tangible evidences of its relative worth:

1. Accomplishments of the Journalism students at the College

a) The campus publication edited by the small group of journalism students has repeatedly gained distinction from rating associations. The Associated Collegiate Press rated it in the past 10 bi-annual ratings as second class - 3 times; first class - 4 times; All American - 4 times. The second class rating was mainly due to small sports coverage. The Catholic School Press Association has consistently rated the paper as All-Catholic for 8 years, and selected it in addition in the past 6 ratings as a Newspaper of Distinction.

b) Individual students were given distinctions in the Writing Contest sponsored by the Catholic School Press Association. Last year one student received first award in the College division on interpretative news reporting; three others were given honorable mention for two or three articles each, mainly editorials and features. Five students of the feature writing class have had their articles accepted for publication in periodicals.

c) Students have been employed part-time in journalistic work while yet at College, and have been asked to return for full-time employment. Two were employed on small community weeklies during the summer; a third worked on auto advertising newspapers.

2. Accomplishments of Graduates

Of the 15 students who in the past years (1954-1959) have graduated with a minor in journalism, three have been moderators of a high school yearbook, three also moderators of a high school newspaper, one a moderator of a junior high school paper, one a public relations assistant in charge of the news bureau at Madonna College. Four others were publicity chairmen for their alumnae group. One graduate of 1958 was granted a graduate assistantship at Marquette University, where she is now working toward a master's degree in journalism.

Sister Mary Tullia, C.S.S.F.
Department of Journalism
November, 1959

DEPARTMENT OF MODERN FOREIGN LANGUAGES

OBJECTIVES

The aims of the Department of Modern Foreign Languages are consonant with the general objective of Madonna College listed on pages 10-11 of the 1959-61 Catalog and with the specific objectives of the Division of Humanities stated on page 27 of this same Catalog. Slightly modified to apply to the Department of Modern Foreign Languages these objectives are:

1. To enrich the student's experience and her cultural background by the study of foreign languages.
2. To deepen the knowledge of artistic heritage by the study of cultural achievements of masters of France, Poland, or Spain corresponding to the foreign language studied.
3. To develop and refine the aesthetic sensitivity to the music, art and literature of the country.
4. To develop the power of written and oral communication, of critical appraisal and judgment needed in a sound program of international understanding.
5. To arouse intellectual curiosity and a wider range of interests in foreign peoples at home and abroad.

CURRICULUM

With few exceptions two years of a foreign language is required of students working towards the Bachelor of Arts degree; the majority of the students take foreign language courses for four semesters on lower division level.

Under the present organization, the department also offers courses leading toward a minor in French, Polish and Spanish. A prerequisite of two years of the language in high school is considered a sufficient background for minoring in the field. Students who had two years of the language in high school may take the intermediate course; and if they choose to minor in it, they continue with four upper division courses.

In conformity with the liberal education program, the foreign language is taught not only as a skill but as means of getting insight into quality of the language and into the culture of another country. In the initial instruction of the three modern foreign languages offered, namely, Franch 1, Polish 1, and Spanish 1, a modified direct approach is used. The most important activities of the classroom are imitation and repetition of the model of the spoken language provided by the teacher and by the recordings of native speakers. The central objective of this introductory procedure in Elementary French, Polish or Spanish is to develop incipient power of communication. During these language-instruction activities the foreign language is used. However, to speed up the language learning process within the limits of available time, *language-explanation*, i.e. grammar, is given in English language. Grammar is taught in response to a felt need as an aid to speaking, understanding, reading, and writing of the foreign language.

The four communication skills in speaking, understanding, reading and writing the foreign language are developed simultaneously in such a way that they reinforce each other. Reading and writing taught in proper correlations, rather than isolation, effectively strengthen the ability to use and recall the spoken language. At the end of the first semester the students should acquire at least a medium of ability to understand, speak, read and write the foreign language.

In the second semester instruction in *French 2*, *Polish 2*, and *Spanish 2*, the communication skills are sharpened on *content and activities* that embody the spirit of humanities and constitute the vital part of the foreign language. Concurrently with the basic text, a cultural reader is used which introduces the students to certain significant aspects of another life and culture. Direct comprehension is promoted by questions utilizing the vocabulary and grammar. The students meeting three hours per week, should achieve the following specific objectives: 1) The power of communication in a degree which will enable them to appreciate and enjoy the more difficult cultural and literary material on intermediate level; 2) an understanding of another way of life and, through this enrichment, a better understanding of their own; 3) intellectual curiosity and a wider range of interests in foreign peoples at home and abroad.

In the intermediate courses - *French 23-24* or *Polish 23-24* or *Spanish 23-24* the same objectives are sought, but *in a higher degree*, with emphasis on the appreciation of artistic heritage by study of cultural achievements of masters of France, Poland or Spain corresponding to the foreign language studied. Instruction in the intermediate courses is closely related to that of the preceding elementary courses. There is, however, an inversion of emphasis; the elementary courses stress communication skills with some attention to cultural content, while the intermediate courses emphasize cultural content with continued attention to development of skills worked upon in the previous courses. The improvement of the student's communication skills is expedited by a systematic review of the basic essentials of grammar. Translation from and into the foreign language is used occasionally as a check on how much a student has really grasped of what has been taught. Both grammar and translation aim at correct oral and written expression which are necessary in the development of the power of communication. Classroom work is supplemented and enriched by varied types of reading materials and activities requiring the use of the language as a means of intelligent communication.

Those who minor in a foreign language take in the junior year two courses in *French Civilization* or *Hispanic Civilization*, or *Polish Civilization respectively*, in which they gain a deeper knowledge of artistic heritage by the study of cultural achievements of masters of the respective nation; as aesthetic sensitivity to the music and art of the country; a desirable attitude towards and a wider range of interests in the people; further strengthening of communication skills, and of critical appraisal and judgment.

In the senior year, the student who minors in any one language takes *Survey of French Literature* (French 107,108), *Types of Literature* (Polish 101,

102) and Survey of Spanish Literature (Spanish 107,108) respectively; these courses serve as an introduction to the great literature of the language studied. The central objective of these survey courses is to help the student understand and appreciate the literary achievements of the masters of France, Poland or Spain. Assigned readings of the texts, generally in chronological order, are supplemented by related reading lists which serve as a challenge for the superior students and at the same time provide opportunity to share the experiences of their reading with others. Relevant audio-visual aids and subsequent discussions are designed to open up new perspectives on the forces which have molded the nation and give a broader knowledge of the culture of the people and an appreciation of their contribution to civilization.

In the process of elucidating the texts, the necessary historical and philosophical background and the literary genres and their development in each period are studied. The students are familiarized with the basic principles of explication de textes by analyzing some of the texts in class. Students are required each semester to write two or three papers of inter pretative nature on a literary text of their choice in terms of the elements and principles discussed and to evaluate the art object in terms of their personal experience of it. This procedure is expected to give the students a critical appreciation of literature through direct contact with literature itself, and at the same time, to develop their powers of oral and written expression.

EQUIPMENT

The following facilities are at the disposal of the Modern Foreign Language Staff:

A metal sectional discabinet containing over two hundred assorted language and music records. Among these are the Holt Spoken Language courses which provide spaced repetition in progressively large learning blocks in order to enable the student to participate and thus master the intonation as well as vocabulary. Additional records are being shared with the Music Department. A three-speed record player is provided for the students' use for drill purposes and for performing their listening assignments. If necessary, other phonographs may be borrowed from the Audio-Visual Department.

A collection of visual aids for the use in the civilization courses is presently being built. To supplement this collection the Faculty also avail themselves of the services of the International Film Bureau, other audio-visual lending libraries, and their own Art Department.

As the courses are modified and improved, additional equipment will have to be purchased. To facilitate and improve language teaching highly desirable is a language laboratory. Since the administration in the past has always recognized the needs of the department, it is believed that additional equipment will be purchased when space is available.

LIBRARY

New accessions to the Modern Foreign Language sections of the library are continuous. The best collection is in the field of Polish Literature. Although the library sections of the French and Spanish languages are some what limited, they are adequate for the courses taught and for the number of students involved. The needs of the faculty, the students and the curriculum were the deciding factors in purchasing books and subscribing to periodicals.

The following current periodicals are available:

1. Accent
2. Americas
3. Best Sellers
4. Catholic World
5. College Art Journal
6. The Critic formerly "Books on Trial"
7. L'Express
8. The French Review
9. Hispania
10. El Mundo Hispanico
11. Publications of Modern Language Assoc.
12. Renascence
13. Revista Catolica
14. Realites
15. Selection du Reader's Digest
16. Sodalis

Sister Mary Hugoline, C.S.S.F.
Department of Foreign Language
November, 1959

DEPARTMENT OF MUSIC

Objectives

The instruction in music at Madonna College aims to impart a liberal training in conformity with the general objectives of the institution. (Bull., Vol. XVI, 1959-61, pp. 10-11.)

As a department of the Division of Humanities, the music program aims to fulfill the objectives of that Division, namely: (Bull., Vol. XVI, 1959-61, p. 27.)

1. To deepen the knowledge of artistic heritage by the study of the outstanding cultural achievements of great masters through the ages;
2. To develop an aesthetic sensitivity to music . . . .
3. To develop the power of communication, of critical appraisal and judgment.

Mindful of the general principle of liberal education and the proper conception which music bears to the curriculum as a whole, the department believes that:

1. Truth is apprehended through all the faculties. Appreciation of the tonal art is the way in which human beings approach those aspects of truth which are apprehended through the emotions.
2. Music as art involves human abilities of the highest order and helps man in his reaching out for beauty. Without them neither man nor civilization is whole.

Curriculum

The curricular organization of the department strives:

1. to teach music aesthetically and historically as an element of liberal education for those seeking a general education
2. to provide pre-professional training for teachers of music in the schools, or to serve as a basis for further specialized study
3. to prepare students concentrating on elementary education to teach sucessfully their classroom music

The Lower Division

Courses are of a general and cultural nature and follow the same pattern as other courses leading to the B. A. degree. Basic studies are prescribed for all students in all courses and represent the general foundation of a Liberal Arts program. This affords each student a minimum experience in every major area, including music. The college requires of the Music Majors, in addition to the basic requirements, courses which provide for a foundation and thorough grounding in music. These are: Fundamentals of Musicianship, Applied Music and Dictation and Ear Training. In the ear training course, attention is drawn to the important and subtle relations between hearing and reading processes. Drills are derived from music literature. To complement a well-rounded Catholic Music Education, courses in Gregorian Chant and Liturgical Music are occasionally offered.

A course in Music Literature was made possible for a representative group of students this year. It is hoped that continued efforts be made to acquaint every student with an over-all view of the field of music and its relation to life, and thereby help enrich life's experiences. It would also provide for a wide sampling of non-music majors and at the same time train for board musicianship the aspiring music teachers.

All the above named offerings of the lower division aim to give the Music Major a thorough perspective necessary for work in the special field. However, due to inadequate preparation upon entrance, more often than not the music student has to spend considerable time in learning about the tools of his subject. This delays the proficiency demanded of prospective music teachers.

The Upper Division

The program of concentration in Music Education, leading to the B. A. degree, is the one offered to the students in this department. Students who do not plan to teach may arrange for a program of concentration in theory.

The upper division courses provide a supplement for the initial music background attained in the first two years. The following is the schedule in the upper division: Harmony, Counterpoint, Form and Analysis, Music in the Elementary and Secondary Schools, and Applied Music.

Unless a student is naturally gifted and enters college with considerable music background, the amount of study represented by the 30 hours of work does not indicate a very satisfactory education in music. A determined effort to improve the situation has been made.

Recommendations

The plan of Music Education in the elementary and secondary schools fails to achieve continuity in the subject matter. As a result, there is little interest displayed on the part of even the naturally gifted to aspire for music as a teaching career. Students cannot value anything for which they had little or no foundation in the impressionable time of youth.

Increased emphasis on classroom teacher training in current trends of school music teaching could serve as the initial step towards the improvement of the prevailing condition.

This preparation, added to the above mentioned music literature course would enable any teacher, especially in the lower grades, to assist students in the search for the understanding and appreciation of beauty. If a solid foundation in the technical elements of music is laid in the elementary grades, there will formally result greater progress, deeper enjoyment and genuine appreciation in high school and colleges. Talent would be inspired and then the average music major sequence of studies in a regular liberal arts college would be adequate for music proficiency.

Library

The music library is adequate for the size and needs of the department. It contains many standard references, textbooks in theory, appreciation, sound acoustics, biographical books, and the like. Texts on recent trends in contemporary music, music education, teacher references, and some classics are purchased annually. New accessions to the music section of the library are continuous.

Duplicates of some periodicals and books are retained in the music department library. Also, in that library are found 500 albums of phonograph records, orchestral scores, piano and vocal literature, and choral music.

The following periodicals are current subscriptions:

The Catholic Choirmaster
Caecilia
Musical America
Musical Journal
Music Educators Journal
Music Quarterly
Opera News
Musart
Instrumentalist

Equipment

The Music Department is sufficiently equipped to meet the needs of the present small enrollment, except that space available for class sessions, storage and practice rooms is too widely spread on the campus.

There is great need for sound proof practice rooms.

Facilities available are:

7 pianos
Music studio for private lessions. This room also serves as the music department office and as a small library

The equipment consists of the following:

500 albums of phonograph records
Phonographs

Filmstrips
Orchestral scores
Audio-visual equipment is centralized

Sister Mary Paulette, C.S.S.F.
Music Department
November, 1959

DEPARTMENT OF SPEECH

Departmental Objectives:

The Speech Department at Madonna College offers a minor to students seeking:

1. A subject to co-ordinate with major work in art, English or music
2. A subject suitable for co-ordination with teacher preparation in any field.

Divisional Objectives:

As a department of the Division of the Humanities, Speech aims to fulfill two of the objectives of that Division, namely:

1. To develop and to refine the aesthetic sensitivity to the fine arts
2. To develop the power of oral communication through the media of radia and television

General Objectives

As a subject underlying any liberal arts or professional curriculum, Speech aims to fulfill two of the general objectives of the college, namely:

1. By offering a training in speech skills and abilities, the Speech Department seeks to aid in the attempt "...to form intelligent, dynamic and cultured women who ...will be liberated from ignorance and error..." It does this by training the student to become an accomplished speaker and an analytical listener,

2. Through examination of ethical and moral approaches to speaking and listening, through analysis of written and living examples in the performing arts, the Speech Department seeks to "...nurture women of integrated personality who will think, judge and act... in accordance with right reason illuminated by the ...example and teaching of Christ." In other words, the objective is to develop, through training in conversational and public speaking, the ability to meet every public or social situation with ease and grace, and thus contribute toward the education of the "whole Catholic woman".

Curriculum:

1. Fundamentals of Speech:

   a course designed to orient the incoming freshman student with the speaking process, by giving her an opportunity to speak frequently and, it is hoped, fluently before an audience of her peers.

   Typical speech situations include: 1) Speech of introduction; 2) Speech of demonstration; 3) Speech of exposition; e.g., (a) ten books I would take to a desert island, (b) history's most significant event; 4) Speech utilizing visual or allied aids; e.g., the chalk talk; 5) Speech utilizing everyday situation; e.g., (a) the impromptu speech, (b) the extempore speech; 6) Speech utilizing the processes of thought development through extensive research; e.g., the final speech, (a) the most interesting woman who ever lived, (b) America's most crucial problem.

   Other skills developed in this course include:

   1) Outlining of speeches to abolish the negative habits of: (a) memorization, (b) manuscript-reading; 2) Analytical listening, by means of: (a) group and individual criticism on each speech, (b) written criticism on one of the final speeches.

2. Parliamentary Practice;

   a course designed to develop abilities needed for class, club and general organizational work both in college and in other situations; Training in parliamentary law and procedure based on Roberts' _Rules of Order_, carried out _via_ mock assemblies, committees, constitutions, and specialized meetings.

3. Oral Interpretations:

   a course designed to develop the aesthetic sense by reading aloud from the printed page, carried out by individual readings from short stories, essays, novels, poetry and drama, and by group readings from the same sources. This course builds toward a final program of unified readings constructed around a single theme, author or type of writing.

4. Public Speaking and Discussion:

a course designed to provide the transition between informal speaking (e.g., Speech 1) and the more advanced public and formal speaking (e.g., Speech 51), although courses need not be taken in this sequence.

The course continues the aims of Speech 1 by providing speech situations:
1) The four purposes of speech; (a) the speech to entertain, (b) the speech to impress or inform; (c) the speech to convince; (d) the speech to persuade or more to definite action; 2) The occasional speech; e.g., (a) the speech of nomination, (b) the speech of acceptance, (c) the speech of dedication, (d) the speech of eulogy; 3) The small-group situation; e.g., (a) the two-man debate, (b) the four-man debate; 4) The larger-group situation; (a) the forum, (b) the symposium, (c) the panel discussion, (d) the guided group discussion.

This course also continues the aims of Speech by providing:

1) Opportunity to develop longer and more detailed speech outlines, aided by a study of Aristotle's Rhetoric; 2) Opportunity for critical development via a semester-long critique on one other student-speaker, submitted as a final research paper; 3) Opportunity for critical development by verbal and written critiques on outside speeches heard through the media of communication, and read in Vital Speeches periodical.

5. Radio and Television:

a course designed to develop skills in the performing art of radio-television communications via work in both the area of technical approach and the area of aesthetic approach; i.e., acting as writer, technician, announcer, actor and producer, as well as learning to analyze and criticize the content of the individual program and/or general series.

6. Writing for Radio and Television:

a course designed to develop the skills involved in creative writing through analysis and discussion of professional and/or amateur scrips and through writing examples of same.

7. Acting:

a course designed to acquaint the student with the basic skills involved in the internal and external approach to acting; individual and group exercises in pantomine, reading of scenes and improvisation follow hand-in-hand with practical application of lecture material on stage movement, business and the other necessary background data. The course culminates with presentation of a one-act play or scenes from longer plays; written requirements include a comprehensive character study of a feminine leading role.

8. Advanced Acting:

   a course designed to follow, if possible, in sequence with Speech 107. The student will rehearse longer and more involved characterizations and will learn the rudiments of stage direction. The course will work toward student-directed pantomines, scenes, and one-act plays, all stagecraft performed by class members.

9. Phonetics:

   a course designed both for the average student who wishes to improve her specific and general knowledge of voice and diction, as well as for the student planning to teach these acquired skills. Extensive voice recording and analysis, with special attention to regional speech patterns and their significance. Study and memorization of the International Phonetic Alphabet, with actual practice in recording speech sounds phonetically both in and out of classroom situations.

10. Children's Theatre:

    Dramatization of poems, stories and plays written for children or for presentation to children; special attention given to problems of play selection, casting, direction and presentation to child audiences. If possible, course should culminate with presentation of a play, one-act or longer, to a children's audience, or in an elementary school where you have been invited for this purpose.

Suggestions and Comments:

In the event of the extension of the offering of the Speech Department, the following courses are contemplated:

1. Advanced oral interpretation (platform reading):

   a suggested course designed for those students who plan to utilize versechoir work in their teaching; preparation of programs for school or other presentation, and a study of the more advanced techniques necessary for reading aloud of material from the Bible, Shakespeare, Chaucer and other specialized sources.

2. Play Production:

   a suggested course to follow Speech 108 and to replace Speech 116 for use by non-education majors. The course will include study of various techniques of stagecraft; e.g., makeup, lighting, set design. The course will center about an analysis of such production methods as theatre-in-the-round, arena staging, pageants and other educational theatre techniques not necessarily involved in Children's Theatre.

3. Playwriting:

a course designed for advanced students who indicate interest. The course will not replace Speech 103, but will center about writing of monologues, pantomimes, one-act plays, pageants, religious presentations, and full length plays.

4. Other Suggestions:

a) A Speech Clinic or permanent facilities for Speech Correction would be highly desirable. At present, speech defects and similar problems cannot be handled in regular speech classes, even in Phonetics, and this Clinic is as necessary and vital to the college and to community relations as the Reading Clinic--possibly the two could be combined. This arrangement might be co-ordinated with at least one course in Speech Correction or Speech Therapy for students with such an interest or need.

b) Naturally, a permanent auditorium is but a future prospect, but when and if sufficient students have taken the drama courses, facilities for study of sets, lighting, etc., will be needed. At present, De Sales Auditorium is perfectly adequate, with possibilities of arena and in-the-round staging there or in the social hall.

5. The course descriptions given above are, of course, highly flexible and are adaptable to student needs and abilities; i.e., if a Fundamentals class is largely composed of postulants, certain speech assignments (e.g., demonstration speech) could be omitted and more suitable ones substituted. Similarly, if students in the *Acting Course* demonstrate great skill in pantomime, more attention may be devoted to presentation of the spoken drama; or in *Oral Interpretation*, more attention in a like case might be devoted to closet drama or to a Reader's Theatre. The work of Speech classes may be combined with other classes; e.g., English 51 might study a play to be presented by the Speech 116 group, or English 123 might analyze a play to be presented as a reading by the Speech 53 group.

Mr. Lee O'Connell
Speech Department
November, 1959

DEPARTMENT OF BIOLOGY

Objectives

The courses in biology at Madonna College are organized to achieve a twofold purpose: first to give a general view of the life sciences to every student; and secondly to give a more comprehensive view to a student interested in some phase of biological work. The curriculum thus contributes a broad liberal education. In preference to that of specialization stressed in graduate and in professional schools.

In an endeavor to impart a liberal training in complete harmony with the general aims of Madonna College and the aims of the Division of Natural Science, instruction in biology is designed to fulfill the following specific objectives:

1. To acquaint and enrich the student with factual information of the principles underlying the major biological phenomena and their significance in modern society as bases for understanding, interpreting and appreciating the living world, the aspects of her own physical nature as well as scientific heritage;
2. To arouse admiration and love of the Omnipotence of God as reflected in the world of nature;
3. To inculcate habits of industry, honesty, initiative, patience, exactitude, objectivity in laboratory technique and in oral and written expression;
4. To contribute through the scientific method to the development of the intellect;
5. To prepare adequately the student who wishes to pursue advanced work in biological fields of study or to seek employment in professions related to the biological sciences.

Curriculum

These objectives are realized by the biology majors through the fulfillment of the basic and the departmental course requirements (Bulletin XV, pp.21-22; pp.44-45) which consist of 30 semester hours of course work including General Biology, Comparative Anatomy of Vertebrates, General Physiology and other courses approved by the biology department in Histology and Microtechnique, Embryology, Bacteriology, Parasitology, Biochemistry and Genetics. One year of General Chemistry and Mathematics are also required. Biology minors must earn 18 semester hours including General Biology.

Lower Division

During the first year, biology students concentrate on General Chemistry and Mathematics. These courses enable the students to secure a richer and a necessary background for the bio-chemical phenomena they will encounter in the subsequent biology courses.

During the second year the students take the course in General Biology as a source of general culture and as a preparation necessary for advanced work in the life sciences. This course is designed to give the fundamental biological principles of the lower and higher forms of plant and animal life from the morphological and physiological standpoint with special reference to man. It also aims to introduce the student to such scientific skills as manipulation of the microscope, use of dissecting tools, preparation of microscope slides for study, and recording of data.

Upper Division

In the third and fourth years the student fulfills the major requirements. These aim to increase both the depth and the breadth of the student's knowledge of the entire world of living things giving her a broader viewpoint in the field of biology and contributing to a more fundamental type of education. Laboratory experiences in the upper division courses particularly afford many opportunities to verify acquired information and to gather new data of the biological world. A course in Methods in Biological Sciences is offered in the fourth year to prospective secondary school teachers of biology.

A definite program of course distribution per semester beyond the second year has not been drawn up. The small student body and departmental staff, limited laboratory and storage space, three and four year prospective medical technology students necessitate semester-to-semester adjustment to meet adequately the needs of the students and the faculty.

For the non-science major the Division of Natural Science offers Principles of Bio-Physical Sciences, a two-semester demonstration-lecture type course covering the fundamentals and applications of bio-logical and physical sciences. She thus becomes better acquainted with her entire environment - with the world of nature rather than with the world of life alone.

The program in biology provides for courses which serve best the type of students enrolled in the department. Its curriculum pattern is similar to that of other liberal arts colleges. The gratifying success of the Madonna College students in the field of medical technology, teaching and research indicates that divisional and departmental objectives are attained.

Though the size of the student body and faculty hardly justifies a more diversified biological program at the present time, the faculty members of the Division of Natural Science have introduced a Coordinating Seminar for the science and mathematics majors. It is strongly believed that this new course will be of great help in satisfying the need for a synthesis of the various bodies of scientific knowledge into a coherent whole showing the interrelationships of natural sciences in the present science-conscious world.

Housing and Equipment

The biology laboratory is a relatively small room with a capacity for 12-14 students. Needless to say, an additional laboratory or laboratories would facilitate instruction and learning. Under the existing conditions, however, work is effectively carried out in both the lower and the upper division courses because the class enrollment in these ranges from 5-17 students. Students are encouraged to and do avail themselves of the room and its facilities as need arises.

The major portion of biological equipment and supplies is housed in the large sectional wall enclosures which run along one side of the laboratory. Some equipment is stored in a common storage room serving the science departments. Hallway lockers near the laboratory are utilized for the storage of student equipment.

The laboratory equipment and supply list includes:

17 student microscopes with two objectives - 12
three " - 5
17

5 medical microscopes with high dry and high oil immersion objectives for advanced laboratory work
2 stereomicroscopes
hot air sterilizer
steroclave
incubator (bacteriological)

charts:
- human anatomy
- zoology
- botany
- histology
- vertebrate anatomy

models:
- female torso
- plant mitosis
- meiosis
- human heart
- human eye
- human ear
- tissues
- frog - internal anatomy
- frog embryology
- starfish embryology

preserved botanical and zoological teaching materials
4 slide cabinets and permanent slides for:
- botany
- zoology
- histology
- parasitology
- embryology
- bacteriology

cat skeleton and frog skeletons
4 hot plates
aerator
filing cabinet
Quebec colony counter
case anaerobe jar

Physiological equipment:
kymograph drums, etc.

Library

The biology section in the library contains many standard references, textbooks, few biographical books, some classics and some of the more recently published books. Effort is being made to purchase books that will answer the needs of the students and the faculty.

Current biological periodicals available to the faculty and the students are:

The American Biology Teacher
The Science Newsletter
Quarterly Review of Bacteriology
Journal of Bacteriology
The A.I.B.S. Bulletin
Today's Health
Science
Therapeutic Notes
Nature Magazine
The Science Counselor
School Science and Mathematics
Michigan Conservation Bulletin
The Scientific American
The Science Teacher
Journal of Heredity

Sister Mary Danutha, C.S.S.F.
Biology Department
November, 1959

CHEMISTRY DEPARTMENT

Objectives

In conformity with the objectives of the college framework as given in the bulletin (pp.10-11), the Chemistry department has the following specific aims:

1. To impart knowledge of the theoretical and practical aspects of the chemical field and to evaluate their limitations.
2. To teach the basic chemical principles, the developments they have undergone, and the contributions they have made to the world around us and the culture in which we live.
3. To give the students the training in logical and rigorous thinking, to develop habits of care and accuracy, and to foster an attitude of objectivity.

4. To offer to the student who chooses chemistry as a major or minor the opportunity of more advanced study of the principles, techniques, methods and skills in order to provide her with the necessary background for a career in medical technology or professional chemistry.

Curriculum

Lower Division

The chemistry curriculum follows the same general pattern of general education as any other course leading to the Bachelor of Arts degree. For example during the freshman year besides the course in chemistry, courses in the following areas: theology, English, foreign language, social studies, and mathematics are taken by a chemistry major student.

1. In the first year the general inorganic course provides the student with the fundamental principles and their applications with emphasis on the modern concepts of atomic and molecular structure.

2. In the second year the theories and techniques of analytical chemistry--both qualitative and quantitative--are studied. Also semester of general organic is offered wherein the basic carbon compounds, their classification, structure, properties and uses are studied.

The non-science majors especially those who are interested in the teaching of elementary school subjects will find the required course of two semesters, PRINCIPLES OF BIOLOGICAL AND PHYSICAL SCIENCES their basic science course. This course aims to achieve not only an acquisition of basic science concepts but above all an appreciation of man's place in the universe and his relation and dependence upon God. This course is taught by instructors of both the biological and physical sciences.

Upper Division

In the third and fourth years after the basic preparation is completed, the student begins concentrating in her chosen field. Here selectivity is offered in the advanced and pre-professional curricular courses. The advanced topics of Inorganic as well as Organic, Physical and/or Biochemistry courses become the phases of special interest. In the spring of the senior year the chemistry major is required to pass a comprehensive examination

3. For more effective integration of the sciences and mathematics, the division has incorporated into its curriculum a coordinating seminar, wherein the students of the Biology, Chemistry, Mathematics, and Physics departments participate in sharing and coordinating the various facets and experiences of these sciences.

The department strives to develop the intellectual status of the student by a variety of methods and diverse activities. Because groups are small, it is possible to challenge and elicit interesting, provoking and pivotal questions at critical points of the class meeting. Supplemental learning is accomplished through student reports, group discussions, demonstrations, and films. In this collaborative effort through volunteered expression the student advances in her learning processes. Here too, attitudes and skills are developed; library research is encouraged; quizzes and examinations are periodically administered to assess the amount and quality of learning and challenge power in the application and use of knowledge.

In the contacts and associations with fellow students, particularly in the laboratory, the student learns the technique of teamwork, coordinate experimentation and paired investigation which contribute toward harmonious and cooperative living and promote better and more effective results. The student works in clean, neat, and healthful surroundings, and is encouraged to maintain these conditions in the use of laboratory resources.

In viewing the vast field of scientific concepts and discoveries, the student is constantly and consistently faced with the opportunity to broaden the understanding of her faith in Almighty God, for as Pope Pius XII in referring to these discoveries exclaimed: ---"one more trace of the Divine Intelligence and one more token of the power of God."

Library

While the number of chemistry books in the library is not extensive, the books have been chosen with the needs of the students and faculty in mind. With each ensuing year some additional books are being purchased, and as the faculty and student numbers are increased and courses are concurrently developed and improved, the number no doubt, will be highly extended.

Current periodicals available to the students are:

Journal of the American Chemical Society
Journal of Chemical Education
Chemistry
Journal of Medical Technology
Analytical Chemistry
Science Counselor
School, Science, and Mathematics
Science News Letter
Science Digest
Scientific American
Chemical and engineering News
Chemical Abstracts
Science

The periodicals held at the present time are not sufficient; and for some titles only those of the past few years are available. Back issues are gradually being added in so far as they are obtainable.

Laboratory Equipment and Supplies

Adequate laboratory equipment and supplies are stocked so that a representative number of experiments and lecture demonstrations may be performed by the students as well as by the instructors in each course.

Since the Administration in the past has always recognized the needs of the department, additional equipment, instruments, supplies, and chemicals are being regularly and continually purchased.

Of the available equipment, the following merit special mention:

Analytical Balances
Electrical Centrifuges
Electrolytic Analyzers
Colorimeters: Duboscq: Photoelectric: Klett and Summerson
Spectrophotometers: Coleman Junior: Spectronic 20
Muffled furnaces for analytical work
Drying Ovens
A Barnsted electric water distiller
Beckman -- pH Meter
Potentiometers
Polarimeter - Rudolph
High Frequency Oscillator
Electric Vacuum and pressure pump
Polarograph
"The Classmaster" for elementary study of radioactivity principles and isotopic tracers.

Medical Technology

In view of the rapidly growing so-called paramedical or ancillary professions, Medical Technology has been attracting many young women in this and the neighboring areas. After considerable deliberation and investigation, the Faculty have introduced in 1952 pre-professional program in Medical Technology, leading toward a Bachelor of Science degree.

The program comprises six semesters of college work and internship of twelve months in a school of Medical Technology which meets the standards of the Board of Registry of the American Society of Clinical Pathologists. It is to be noted that only such schools of training are chosen where the curricula of lectures, examinations and experimental work are on a collegiate level. The studentt in medical technology is encouraged to take eight semesters of college work and earn an A. B. degree with a major in Chemistry or Biology before beginning internship. Upon examination of the curriculum it is evident that the requirements for the B.S. degree in Medical Technology are similar to those described under the A.B. program, whereby the objectives of the liberal arts education are safeguarded against narrowness which might result from early specialization.

Physical Plant

The housing now consists of one large student laboratory on the ground floor, with three twelve-foot student tables equipped with utilities and individual lockers. There is also the instructor's tables which carries electrical outlets and connections for hook-up for A.C. and D.C. electricity, to the student tables.

Equipment and supplies are kept in two large sectional wall enclosures which run along the greater part of the length of the room. Two additional smaller enclosures along the opposite wall are spaced at the ends of a long general work table.

The classes are relatively small and the equipment and space allowance are more than satisfactory for every student. Furthermore, the students have free access to the laboratory and its provisions almost at any time if they wish to work over and above the regular assigned hours. The above is a privilege and an advantage of which students in large classes and schools are deprived. From the undergraduate point of view the experiences and benefits derived from such a setup easily outdo some of the limitations attributed to small groups.

The department is especially handicapped by the fact that it has no fume hoods. However, to remedy this situation, at least temporarily, blowers and fans have been installed. With this provision and the windows from three directions--east, west, and south -- there is sufficient cross ventilation to eliminate readily undesirable odors, fumes and gases.

Appraisal of the Department

Limitations

Several weaknesses of the chemistry department are apparent Thus far there has been only one full time instructor, and thereby, the students come under a single influence. This has many drawbacks; however, in a few cases this has been compensated for, at least in part, by having the major student carry a course or two at another college or university within an hour's drive from the campus. This situation is also alleviated by affording the student opportunities to attend off campus lectures, take educational trips, see scientific films, and participate in ASC Student Affiliates Chapter meetings.

Some difficulty is encountered with scheduling the battery of upper division courses due to a small enrollment and faculty. This problem, however, is being adequately handled by making certain offerings especially of the advanced type, in alternate years or every third year.

Accomplishments

Despite the limitations there are proofs of the effectiveness of the department. Students make good grades, turn out worthwhile results, acquire and maintain plausible techniques, and apply them whenever and wherever employed after graduation.

Besides the factors listed above it is worthy of note that the achievement of some of the graduates is gratifying. Three of the chemistry majors are doing assistant research work, --- one in ANTIBIOTICS, and another in ENZYMOLOGY of the biochemical division of Parke Davis Corporation; the third is chief technician and teaching assistant concerned with biological chemistry at Seton Hall Medical School. Of these who have chosen medical technology, three have supervisory responsibilities; one, as the head of the Chemistry department, and another as Assistant to the Director of all the Medical laboratories in the hospital. The calibre of work of these graduates has been time and again profoundly acknowledged and highly commended.

Sister Mary Joela, C.S.S.F.
Chemistry Department
October, 1959

DEPARTMENT OF MATHEMATICS

Objectives

The department of mathematics, a section of the Division of Mathematics and Natural Sciences, contributes chiefly to the attainment of the intellectual and vocational objectives as they are defined by the Institution. By acquainting students with the logical structure of mathematics, the department provides them with a standard of exact reasoning which they can use in life activities: sound argumentation, critical analysis of conclusions, and predictions from data on hand.

Specifically the department aims:

1. To help students express ideas accurately, write proofs precisely and unambiguously, and solve new problems-by teaching significant mathematical facts and the structure of mathematics.
2. To make students appreciate mathematics as a valuable cultural element in a program of liberal education--by directing independent reading of mathematical literature
3. To prepare students for specialization in mathematics or in related professional areas: science, research, industry, business and teaching--by developing the knowledge and skills necessary for work in those fields.

Curriculum

Students may elect a year of science or mathematics to fulfill the requirements of general education; only the departments of biology and chemistry set a year of mathematics as a prerequisite. In the past, freshmen who presented one or two units of high school mathematics took Intermediate Algebra in college. In 1955, the department replaced this course, which did not seem to meet the needs of students, with a course in Basic Mathematics which aims to make students quantitatively literate, to present mathematics as a way of thinking, as an instrument in communications, and as an aid for conducting personel and social affairs. Student reactions have been favorable and tests show gains in achievement in arithmetic computation and in understanding of the structure of mathematics. By means of this course, the department is indirectly implementing the social objective of the college.

Lower Division

With the intellectual and vocational ends in view, the departments offers in the lower division four courses: Integrated Algebra and Trigonometry, Calculus with Analytical Geometry. Since freshmen come from high schools in which traditional mathematics is taught, the department believes it should continue along the same pattern until the program of "new mathematics" crystallizes in the secondary schools. However, the department is acquainted with the change in the spirit of mathematics and whenever possible replaces topics once important with others now considered of greater importance. New concepts are treated with as much rigor and precision as is consistent with sustaining student interest and understanding. Respect for carefully formulated definitions and for mathematical postulates is promoted. To combat the tendency of students toward mere manipulations and memorization, emphasis is placed on reasoning and clear thinking. Instructional procedures are so oriented that students are asked to abstract, generalize, and assign more importance to mathematics as a general rather than a specific pursuit.

Upper Division

In the upper division the department offers Introduction to Higher Algebra, Elementary Analysis, Probability and Statistical Inference, History of Mathematics, Elementary Differential Equstions, College Geometry and Methods in Mathematics. Most of the students who major in mathematics plan to teach the subject; hence courses are designed to meet the needs of prospective teachers on secondary level. The department strives to develop within students sufficient knowledge of the subject, familiarity with basic concepts of modern mathematics, and the desire to utilize these simplifying and unifying concepts creatively in their teaching. Prospective teachers are helped to understand the philosophy, techniques, procedures, significant trends, and the role of mathematics in the growth of civilization. They are urged to keep abreast of modern advances in their field and to follow activities sponsored by agencies concerned with curricular problems of the secondary school mathematics.

Limitations and Accomplishments

The department is directing its attention to correcting the following weaknesses in its program and procedures:

1. Fragmentation of mathematics: Traditional courses which tend to foster fragmentation are being replaced with more integrated and modern courses.

2. Small classes: Courses for which few students register are no longer offered and small classes are combined whenever possible. An interdepartmental seminar will be introduced by the Natural Science Division in the spring of 1960 to integrate more efficiently the sciences with mathematics and to compensate for the departmental seminars which thus far were not held because of small number of majors in each department.

3. Lack of professional preparation: At present the curriculum does not adequately meet the needs of students who want to use mathematics in fields other than teaching. Rather than introduce courses for which requests are few, the department recommends taking the desired courses at another school. Such arrangement can be made with very little inconvenience.

4. Inadequate supply of visual aids and models: Lack of storage place discourages the construction and acquisition of aids on a large scale; little can be done until the building program materializes.

However, the department believes that its program, though possessing the limitations described above, has achieved its objectives and those of the College fairly well. In eleven years it has prepared twenty teachers who are aware of the demands for a change in the content of mathematics and who are willing to instill the spirit of contemporary mathematics into the secondary school curriculum.

Library

The mathematics library is adequate for the size and needs of the department. New publications are purchased annually.

Periodicals available to students and the faculty:

The American Mathematical Monthly
The Mathematics Teacher
The Arithmetic Teacher
School Science and Mathematics
Scripta Mathematics
Scientific American
The Science Digest
The Science Newsletter

Sister Mary Virgilia, C.S.S.F.
Mathematics Department
October, 1959

DEPARTMENT OF BUSINESS

The Business Department at Madonna College is built on a broad, liberal arts foundation and centers around a core of basic general business courses.

Objectives

1. Departmental

The Business Department at Madonna College offers a minor in business emphasizing the following institutional goals:

1) To prepare students for business careers

2) To prepare students for teaching in the business field on the secondary level

3) To give them an understanding of the fundamental principles of the business and economic processes

To achieve these objectives the Department aims specifically:

1) To give basic knowledge to students interested primarily in secretarial and accounting positions;

2) To give opportunity to students for acquaintance with and correct use of machines commonly found in the offices;

3) To give the student an overall view of the organizational procedure in business as a background for the numerous and diversified positions opened to her in the business world;

4) To impart to the student the knowledge and the application of Catholic principles of business and of economic social philosophy.

Although the Business Department fulfills primarily the vocational objective of the College, to give preliminary preparation in the professions and occupations suited to their nature, (Revised objectives of the College), the Department also contributes to the attainment of the other general aims of developing "intelligent, dynamic and cultured women"---"who will think, judge, and act constantly and consistently in accordance with right reason."

The Business Department does not aim merely to develop efficiency in the use of the typewriter and of office machines, such as calculators, comptometers, ediphones, and bookkeeping machines. In all courses offered and specifically in its general courses in Accounting, Business Law, and Economics, the Department endeavors to develop the student's ability to think clearly and accurately, to analyze thoroughly, and to make practical applications.

In Accounting, students are taught to read and interpret journals, accounts, and financial statements; ability to do so is an evidence of the realization of the objective of developing the ability to think and analyze through problems of a challenging order.

In Business Law, students are exposed to factual situations, which they must analyze properly and give reasons for principles applied.

In Economics, through classroom discussions of assigned readings on current issues from newspapers and periodicals, the students develop their power of critical analysis and learn to form and express their judgments, at least to some degree, on economic problems, such as governmental control, income distribution, social security, etc.

Furthermore, in Accounting the study of accounting provides numerous situations that call for the application of ethical principles. Discussed are the moral aspects involved in such matters as dishonored notes, bad checks, credit ratings, income tax returns, and interpretations of financial statements. Economics, too, affords many opportunities for inculcating Catholic social teachings. Chapters on wages, profits, prices, monopoly, and other topics offer ample material for consideration of moral principles. The attitude of the Church on private property, on the "right-to-work laws" is clarified by reference to the Social Encyclicals of Pope Leo XIII and Pope Pius XI. Since most of the subject matter of the three socio-business courses (Accounting, Business Law, and Economics) is vital to everyday life, the study of these subjects aims to prepare students for more intelligent participation in the social, political, and business life of a community by making them more informative citizens, more intelligent voters, and wiser consumers.

Conscious effort is also made to develop in students habits of cooperation, dependability, and efficient work habits, by demanding completion of work once begun.

Finally, all courses offered in the business curriculum provide the students with a working knowledge of basic principles in the field of stenography, accountancy, and general clerical work and give them sufficient training for future employment in these fields.

Curriculum

The students who have elected Business as a minor, follow the regular liberal arts program during the first two years of college. In conformity with the policy of the college, emphasis in the first two years is placed on general education and the students take prescribed courses and only a very limited number of optional or elective courses.

The courses offered to the Business minors are:

BUSINESS 11, 12 (Elementary Typewriting) are non-credit courses, which may be elected by Business minors or by other students for personal use.

BUSINESS 13, 14 (Stenography) are for beginner students who have had no previous training in shorthand; they also serve as preparatory courses for the upper division courses: Business 143,144 (Advanced Dictation and Transcription).

BUSINESS 17 (Advanced Typewriting) places special emphasis on skill improvement. Quality-quantity production standards are used.

BUSINESS 53, 54 (Office Management and Practices) are courses stressing basic skills combined with theory. Attention is focused on filing, business correspondence, and operation of common office machines.

BUSINESS 55, 56 (Accounting) give basic knowledge in the accounting field. Laboratory technique of instruction is primarily used.

ECONOMICS 50 - (Principles of Economics) aims to give the students a better understanding of the common problems of economics, such as: distribution of wealth, taxation, labor problems, etc. and to aid the students to make applications of Christian principles of business morality and economic philosophy.

BUSINESS 105 (Principles of Marketing) and BUSINESS 137 (Business Law) are general survey courses of principles of their respective fields. The students are encouraged to visit local stores and learn by practical examples the theory studied in the text. In Business Law, cases are used to illustrate the principles of the law involved.

BUSINESS 143, 144 (Advanced Dictation and Transcription) are intensive courses designed to give greater proficiency in shorthand writing and machine transcription. In teaching this course great effort is exerted to have the student turn out work which would be acceptable in any office in the business world.

Housing and Equipment

The Business room is located on the first floor of the College and is well equipped with modern office machines. The following machines are available for student practice:

Bookkeeping Machine
Comptometers
Adding Machines
Vari-typer
Remington and Friden Calculators
Typewriters - manual and electric
Dictaphones - executive and secretarial
Addressograph
Duplicating Machines
Check Writer

Library

The library collection of books is quite adequate for the current needs of the faculty and students. A systematic growth of the library is assured by the annual budget allotment for this department. Audio-visual material for secretarial training and Economics is also available in the Audio-Visual Department.

Current periodicals available for the department are:

Business Week
Changing Times
Collegiate News and Views
Consumers' Reports
Journal of Business Education
Journal of Retailing
Today's Secretary
U.S. News and World Report

Sister Mary Chester, C.S.S.F.
Business Department
November, 1959

DEPARTMENT OF HISTORY

The Department of History is a section of the Division of Social Sciences, and as such was organized to help achieve partly the educational goal of Madonna College in its Liberal Arts program.

In order to accomplish this purpose, the Department has selected its offerings with a view to achieve the following specific objectives related to the over-all institutional objectives.

Objectives

1. To give the student the knowledge of the historical facts necessary for intelligent citizenship;
2. To train her in finding and selecting data scientifically and to inculcate critical appreciation of historical literature;
3. To give an understanding and an appreciation of the contemporary culture in the light of the past;
4. To help the student to recognize the dignity of man and to promote a better understanding among students for international problems dealing with religious, racial, social, national and political tolerance.
5. To train teachers of history and to prepare them for graduate study.

Curriculum

Since the Department of History in its general aims is mindful of seeking to help the student understand present world conditions in the light of the past, and of having her appreciate the forces that mould civilizations and institutions, the courses of this department deal with those phases of history which in the end will help her to develop her powers of historical reasoning and interpretation.

Some attention is given to the achievements, attainments and failures of mankind by including the origin, organization and development of the human society. Because society is dynamic, institutions--religious, cultural, political, and economic--under which men live, are studied and evaluated, but the focal interest is centered on man, his impact on society, and his relation and reaction to the areas of living which comprise life. Here the effects of physical environment and the psychological influence of leading characters upon historical development are stressed.

With these aims in view the student receives essential information necessary for intelligent citizenship. She is also initiated into the subject of bibliography and made aware of the primary and secondary sources of history. She is required to do collateral reading to induce her to compare the varying views of historians in a given field, as well as to stimulate her to individual study, reading and investigation.

Each course consists of: 1) lectures presenting materials not found or readily available in the specific text; 2) study of a basic text by guided assignments; 3) collateral reading; 4) recitation, or group discussions, panels and frequent quizzes; 5) occasional reports and papers.

A course in Methods of History for prospective teachers of history, on secondary school level is offered.

The history curriculum follows the Liberal Arts degree program. The first two years are devoted primarily to general education in the liberal arts, while the junior and senior years are open to concentration in the History Department.

The history courses fall into two groups:

1. Lower Division, or general survey courses of most extensive fields of History. (Courses 1,2,31,32)
2. Upper Division Courses of a more restricted scope and requiring more advanced work than those of the lower division. (101,113,114,131,132, 153,161,164,165)

Requirements in the field of History are:

Major: 24 semester hours, including courses 1, 2, 31, 32, and 12 hours in upper division courses.

Minor: 18 semester hours, including 6 hours in upper division courses.

Related Fields: 6 semester hours in any *one* of the following fields: *Economics*, *Political Science* or *Sociology*.

Under the present set-up the Department offers four lower division courses: History (1 and 2) and American History (31 and 32). The former is a freshman requirement in almost all degree programs, while the latter is a requisite in the sophomore year for both *Education* and *History* concentrators.

Students majoring in History are required to take the following Upper Division courses: *Medieval History*, *The Renaissance and the Religious Revolt*, *Europe, 1870-1918*, and *Europe since 1918*. These courses are supplemented by directed reading in special fields of history and unified by three or four other courses dealing with the Far East, England, Latin America, or Recent Social Development of America.

The Senior Seminar is designed to help history majors to integrate previous knowledge acquired in the field and to correlate it with related fields through a survey of historical literature and reference material. It is also an essential preparation for the Senior Comprehensive Examination.

Subjects are related to history are carried in the sophomore and junior and senior years. Among these courses which may be selected to supplement history concentration and enable the student to understand better the heritage of the past and to link it with the present are: Economics, Political Science, Sociology, and Geography.

Library

Recent purchases have been made of general historical source material in the field of medieval and modern European History. Among them are works of Carlyle on Medieval History and Churchill's History of England in four volumes--also Allan Nevin's and Earhman's four volume set of world History is on order.

General Standard Reference works in both American and World History have also been recently acquired and have contributed to the enrichment of the holdings of a well equipped History Department. Audio-visual tools, including maps, charts, globes, filmstrips and vertical file material are available or can be easily borrowed from local libraries in the area.

In the field of biography, travel and historical fiction the library has good selections. Current publications are adequate and range from the general news to specific major publications in the fields of history and the social sciences.

Some of the current periodicals found in the Madonna College Library are the following:

America
American Heritage
American Historical Review
Catholic Historical Review
Changing Times
Commonweal
Holiday
Horizons
Jubilee
Korea
Life
Manuscripts

Congressional Record
Current Biography
Current History
Diplomat
Foreign Affairs
Foreign Policy Bulletin
Fortune
Freeman
Historical Bulletin
National Geographic
Newsweek
New York Times Magazine
Review of Politics
Social Education
Social Order
Social Studies
Time
Vital Speeches

Sister Mary Petronia, C.S.S.F.
History Department
November, 1959

DEPARTMENT OF SOCIOLOGY

Aims and Objectives

The department of Sociology, a section of the Division of Social Science, in harmony with the general objectives of the Madonna College Bulletin (pp.10-11), has as its specific aims the following:

1. To develop a correct understanding of the student's relationship to her fellowmen;
2. To give that knowledge of social sciences which is most desirable for intelligent citizenship;
3. To give preliminary preparation to students who are interested in the profession social service

As it may be seen, the Department of Sociology offers the student an overall grasp of elements of social living. Integrated with other subjects, specifically with Philosophy and Theology, it assists the student to form such attitudes and convictions which will regulate her relationship with fellowmen, promote a sense of responsibility and prepare her for intelligent leadership and service in her community.

Curriculum

Lower Division

An attempt to carry out the objectives and aims of this department, the curriculum is comprised of carefully selected courses. In the sophomore year, the student is offered a course, Elements of Sociology, general in nature. It is a fundamental course in which orientation in the general principles of social science, social order, social control, social institutions and social life is offered.

Upper Division

In the junior and senior years, the student is offered courses which will widen her horizons in the social field. In conformity with the liberal arts curriculum, she will take courses which will prove to be integrating factors in her cultural and social development and courses which will lay a broad foundation in the field of sociology if she chooses social work as her career. Certain courses, offered by this department will be of great value to her as a woman regardless of the career or profession she chooses. In the courses, *Child Growth and Development* and *Child Welfare*, she will study the nature, personality and the physical, psychological and spiritual development of the normal child from its conception to early adolescence.

To obtain a clear understanding of the causes, extent, prevention, and treatment of abnormal conditions in society she will take courses in *Social Problems* and *Contemporary Social Movements*. She will make a systematic study of the major problems in the fields of population, family, industrial and racial relations, crime, delinquency, health and disease.

Narrower in scope but more important in significance will be the course on *Family* in which she will consider the position of the family as a basic unit of society and the impact of family life upon personal and group welfare. She will study both the Church and the Civil Laws of marriage as means of ensuring family integrity.

In *Social Psychology*, she will analyze social behavior and social aspects of personality in group living; and in *Mental Health*, she will study the influence of physical, emotional, intellegtual and moral factors upon mental health.

For students who wish to make some field of social work as their profession, two courses, *Introduction to the Field of Social Work* and *General Social Case Work Processes* are of great help. These courses will orientate them in principles and procedures of social work. The students will perform critical and conceptual analyses of case material and will become familiar with methods of giving services to individuals through such agencies as family welfare agency, public welfare departments and juvenile courts.

To point out the development and continuity of social thought through the centuries two courses are offered: a course in *Social Encyclicals* in which the explanation and pronouncements of the Popes are studied. The course in the *History of Social Thought* also gives a critical analysis of social thought of the past as well as of the present century.

These last two courses, serve as an excellent preparation for the comprehensive examinations which the sociology major takes in the second semester of her senior year.

This sequence of courses taken as a whole serves as a liberalizing factor in the liberal arts program and also lays the basic foundation for a life's profession in the field of social work.

All of the objectives are sought through purposeful discussion through reading assignments and examinations, through group and individual research projects and integration of classroom work with some actual practice.

Library

The number of books for the Sociology Department is quite limited at this time. However, additional books are being purchased to answer the needs of the students and the faculty.

Current Periodicals available to students are:

- American Sociological Review
- The American Catholic Sociological Review
- Survey Graphic
- The Journal of Social Work
- The Catholic Mind
- The Catholic Family
- Interracial Review
- Commonweal
- The Catholic Charities Review
- Social Work Digest

Sister Mary Arcadia, C.S.S.F.
Sociology Department
November, 1959

Department of Home Economics

OBJECTIVES:

The general aims of the Home Economics Department of Madonna College are directed towards the achievement of the general aims of the college, namely, "to prepare women who, uniting in themselves the dignity and restraint of a virgin with the tenderness and devotedness of a mother will be successful in the patterns of home-making and home preserving, will be willing to minister to the physical, intellectual and spiritual needs of their neighbor in the professions and occupations suited to their nature and in this manner will contribute to the restoration and preservation of Christian culture." (*Bulletin*, pagell)

The Home Economics Department is a section of the Division of Social Science. In its most comprehensive sense it encompasses the stufy of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment which is the home and on the other hand, with his nature as a social being; it also studies the relation between these two aspects.

The program recognizes the need to develop a sense of values and a wide range of attitudes, appreciations, habits, techniques, and knowledge about, and insight into all family life activities and aims at the following specific objectives which are expressed in the syllabi of the courses offered:

1. To guide the individual in determining the values most significant in immediate personal and family living;
2. To provide a thorough education for effective homemaking and wise management;
3. To assist the individual in working out satisfying personal and social relationships which begin at home;
4. To provide basic training in technical skills required for happy family living and professional areas of Home Economics.

All in all, the Department strives to achieve the development of a comprehensive intelligence which will translate the Christian ideal of homemaking into terms of daily living. The program grew out of interest in family life,and this interest controlled the development of the program. The department draws on many fields for a wide range of basic knowledge. Thus, the student draws on philosophy and theology for the theological and philosophical principles; on economics and mathematics for competency in household and consumer economics; on psychology and education for training as teachers and parents; on art, music, literature and creative writing for cultural growth and aesthetic sensitivity; on political science, sociology and history for breadth of understanding of the social environment of which the family is a part; and finally, on biology, chemistry and other natural sciences for intelligent understanding of human organism and principles of health. The integration of subject matter follows the general plan of the college.

Curriculum

The Department of Home Economics offers a four year program leading to a degree of Bachelor of Science in General Home Economics preparing the student with a liberal arts background for effective homemaking and wise parenthood and offering the pre-professional training in the specialized areas of Home Economics.

Lower Division

The courses in Foods, Clothing, Textiles, and Costume Design, general in nature, are basic for Home Economics major. They give the fundamental principles of selection and preparation of food, selection and construction of clothing and include general knowledge of the nutritive value of foods and everyday grooming.

Upper Division

The upper division courses are intended to give a broader and deeper insight into the subject area and partially train in the skills required in professional areas of Home Economics including teaching high schools. Courses as Nutrition and Dietetics, Meal Service, Advanced Clothing, Historic Costume, Interior Decoration and Home Management are offered for that purpose.

At present, the Department is deliberating some changes in the Home Economics curriculum to meed the needs of students desiring to teach Home Economics in school systems operating under the federal vocational acts. The requirement for a vocational Home Economics Certificate is a bachelor's degree in Home Economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Communication has been carried on between the college and the Vocational Homemaking Division, Department of Public Instruction in Lansing, regarding plans for meeting the requirements for a Vocational Certificate.

LIBRARY

Library facilities at present are adequate to meet the needs of the faculty and the students. The Library currently subscribes to the following periodicals:

Nutrition Reviews
Journal of Home Economics
What's New In Home Economics
Parent's Magazine
Practical Home Economics
Forecast for Home Economists
Institution Magazine
DuPont Magazine
Ladies' Home Journal
Journal of Nutrition

Glamour
Harper's Bazaar
American Girl
Women's Day
The Catholic Woman
The Family Digest
American Fabrics
Restaurant Magazine
Seventeen
Family Circle

Our Lady's Digest
Better Homes and Gardens
The American Home
Good Housekeeping
Living for Young Housemakers
McCall's Magazine
Mademoiselle
Journal of American Dietetic Association

Duplicates of some periodicals are retained in the Home Economics Department.

Sister Mary Bridget, C.S.S.F.
Department of Home Economics
November, 1959.

THE DIVISION OF TEACHER EDUCATION

Philosophy and Objectives

The Division of Teacher Education at Madonna is an integral part of the liberal arts program at the College. It aims to give the student a liberal education based on sound Christian principles and to prepare her for the profession of teaching.

It is the conviction of the faculty that teacher education is not an end in itself, but an indispensable tool, working toward the realization of the broader goals of liberal education - the possession of truth and the restoration and preservation of Christian culture. Professional courses are offered, but no attempt is made to emphasize intensive specialization in the "how" of teacher education at the expense of the "what" and the "why". Knowing "what" to teach and "how" to teach are considered equally important in the program.

In terms of more specific objectives, the Division aims to realize the following goals:

1. To develop liberally educated women whose minds will be disciplined in the art of clear thinking and valid reasoning.
2. To prepare teachers who will possess a functional knowledge of and a competence in the subject areas they are to teach.
3. To help the student integrate her liberal education and professional competence in such a way as to develop an effective teacher who has:
    - a) an understanding of children in the light of true Christian philosophy
    - b) a basic knowledge of the principles governing human growth and development with implications for teaching
    - c) a knowledge of the principles of learning and the scientific method of teaching
    - d) an understanding of the problems, responsibilities and privileges of teaching

The realization of these interrelated objectives is shared by all departments and divisions of the College. Certain departments and divisions, however, bear a somewhat different responsibility towards the fruition of these goals. The curricular plan bears this out more effectively.

Curriculum

The four-year teacher education program at Madonna College has been set up in cooperation and with the approval of the State Board of Education which formulates teacher certification policies in Michigan. Furthermore, since a good percentage of prospective teachers are members of the religious community conducting

Madonna College, the program, likewise, attempts to meet the recommendations of the Everett Curriculum Workshop; sponsored by the Sister Formation Movement.

Students interested in and qualifying for the teaching profession follow the courses outlined for a B.A. or B.S. degrees with a major in the subject area of their choice. They further fulfill the requirements for a provisional certificate on the elementary or secondary level by pursuing professional courses.

The nature of the curriculum pattern which prospective teachers follow is in harmony with the objectives of the institution as a whole and of the particular division. The first two years of college work are devoted to general education which serves the dual function of humanizing the prospective teacher and fitting her for the task of liberation from ignorance and error which is the essence of teaching.

The courses designed to help in the acquisition of a liberal and general education are taken from the Divisions of Theology and Philosophy, the Humanities, Natural Sciences and Social Science. The distribution of courses in general education for candidates for the secondary and elementary certificates is as follows:

Division I	Theology and Philosophy	
	Theology	12 sem. hrs.
	Philosophy	12 sem. hrs.
Division II	The Humanities	
	English	12 sem. hrs.
	Speech	2 sem. hrs.
	Foreign Languages	12 sem. hrs.
Division III	Natural Science	
	Math. or Science	6-8 sem. hrs.
Division IV	Social Science	
	History	6 sem. hrs.
	Economics, Political Science, or Sociology	6 sem. hrs.

While the first two years are strictly devoted to general education and no formal courses in teacher education are offered, it should be indicated, however, that some professional preparation is given during this period. If professional education is viewed in the broad sense and understood to consist of all the elements which help toward the understanding of the child, then professional training is a part of the freshman and the sophomore years. At this time students who plan to teach avail themselves of opportunities for observing and working with children in pre-student teaching laboratory experiences provided by the Psycho-Educational Center, Confraternity of christian Doctrine classes, camping trips, recreational centers, and various institutions for children.

The basic courses in Principles of Psychology, Child Growth and Development, Workshop in Major Problems of Social Control in Education, and Mental Health set off the formal professional training during the first semester of the junior year. They are designed to help the student gain an understanding of human nature and to trace the growth and development of children with implications for educational guidance. The scholastic approach to the understanding of human nature is used and emphasis is placed on the changes and developments which occur in human beings under the coordinated influence of nature, nurture, will and grace. The general pattern of these courses involves lectures, readings, observations, demonstrations, laboratory periods and discussions. Off campus schools and the Psycho-Educational Center on campus are the facilities used for purposes of observation and direct contact with children.

The professional sequence is further continued with courses in Psychology of Education and Psychology of the Adolescent where facts, principles and theories serving to determine the nature of educative process are studied. Corollary to these problems are the various aspects of testing and evaluation studied in Educational Measurements. Lectures, readings, demonstrations and laboratory work all help the student in understanding the learning process and the extent of individual differences with implications involved in meeting the needs of heterogeneous groups. Laboratory assignments provide experience in administering and scoring achievement test batteries of off-campus and campus-school children, constructing individual profiles for these children, and observing them in demonstration classes. Data from the test batteries serve in developing an understanding of various statistical concepts and help to prepare the student for the reading of educational literature.

During the first semester of her senior year, the prospective teacher is introduced to the classroom, its organization, curriculum, principles and methods of teaching, the use of more effective curriculum materials and the principles underlying the selection and use of audio-visual aids. This is achieved through such courses as Principles of Teaching, Methods in Elementary or Secondary School Subjects, Improvement of Reading, Workshop in Reading and Listening and Sensory Aids. Previous laboratory experiences were more in the nature of observations. Emphasis now is placed on the selection and development of experience units. Considerable time is spent in the curriculum and audio-visual laboratories to familiarize the student with available materials. Various materials are brought into the classroom where students are given opportunity to discuss their potential values in teaching and learning.

The development of the teacher continues through extended experiences in student teaching provided for during the senior year. The student teacher works daily for a semester on a half-day basis. The orientation and actual participation in student teaching is done on two levels: for the candidate for an elementary certificate, the student teaching experiences fall on the primary and intermediate grades, or intermediate and upper grade levels; for a candidate for the secondary certificate, student teaching is performed both on the junior and senior high school levels.

To induct the student teacher properly into teaching, observation, participation and teaching are carefully integrated. There is no rigid division of time for the student's observation, participation and teaching; these are adapted to the ability and needs of the student teacher. The student gradually receives actual experience in initiating and guiding learning units, preparing lesson plans, selecting audio-visual materials and evaluating the effectiveness of various methods and techniques. Opportunities are provided for participation in extracurricular responsibilities, community activities, administrative relationships and faculty teamwork. Evaluation of student teaching experiences is made periodically on the rating sheet prepared by the college for the cooperating teacher. Final evaluation is made by the college coordinator through a composite of conferences with the student, the cooperating teacher, the principal, and others who have observed the student teacher's work with children. Climaxing the student teaching experiences is an educational conference for all who showed active interest in the student teacher and who now send her off to a good start in the profession with their final words of advice.

In the second semester of the senior year, the prospective teacher pursues courses in History of Education and/or Philosophy of Education. These organized bodies of knowledge contribute to the student's understanding of "education"--the transmission of religious, cultural, intellectual, and social heritage from one generation to another. By studying and evaluating the past experiences of the race, future teachers learn to properly interpret current educational systems, beliefs, theories, and practices and to develop a correct perspective toward future educational developments.

Another phase of the teacher education curriculum, besides that of preparing future teachers for the profession, is the in-service program for experienced teachers. Courses in Library science, such as School Library Organization and Administration, Reference Work, Elementary Cataloging and Classification and Principles of Book Selection, provide teachers "on-the job" with an opportunity to acquire additional and essential knowledge for organizing and guiding classroom reading. Emphasis in the library courses is placed on the principles, techniques, and methods used in locating information and in exercising selectivity of reading materials. Understanding how to organize, analyze, interpret, and utilize library resources develops in the teachers a sense of professional security and skills and techniques are competent to guide students in their use of school and public libraries.

Significant among the service units implementing the teacher education program at Madonna are:

1. the college library with its growing selection of professional literature
2. the curriculum laboratory containing pertinent material for the elementary and secondary levels
3. the Psycho-Educational Center providing direct experiences with children
4. cooperating schools: public, parochial and private.

Library

The College library is adequately equipped to meet the needs of both the faculty and students in general and professional education. New sources are continuously being added, particularly in areas of latest educational research. Annual publications by distinguished associations as the NEA, NCEA, NSSE, and AST help the teaching personnel and the student body to keep abreast the latest trends in education. In addition numerous periodicals are available for various purposes in the professional courses. They include the following:

American Psychologist
Arithmetic Teacher
Audio-Visual Guide
Catholic Educational Review
Catholic Educator
Catholic School Journal
Children's Activities
Education
Education Digest
Educational Administration
  and Supervision
Educational Leadership
Educational Record
Elementary English
Elementary English Review
Elementary School Journal
Grade Teacher
Higher Education
Horn Book
Instructor
Journal of Educational
  Psychology
Journal of Geography
Journal of Teacher Education
Kindergarten Review
Lumen Vitae
Mathematics Teacher
Michigan Education Journal
NEA Journal
Personnel and Guidance Journal
Psychological Abstracts
Reading Teacher
Religious Education
School Activities
School Arts
School Executive
School Science and Mathematics
School and Society
Science
Science Digest
Science Newsletter
Science Counselor
Scientific American
Social Education
Social Studies
Teaching Tools
Understanding the Child

Curriculum Laboratory

A valuable source of theoretical and practical information to the prospective teacher is the curriculum laboratory which consists of a growing collection of various courses of study, manuals and guidebooks for teachers, basic texts, and instructional aids used at the elementary and secondary levels. The laboratory makes available also a wide selection of standardized tests designed to appraise mental maturity, scholastic achievement, personality and interests. Tests of a diagnostic nature are also included.

Enriching further the content of the curriculum laboratory is an ever increasing collection of audio-visual material made available to the student teacher to aid her in facilitating and improving the teaching and learning process. The collection includes the following items:

Tape Recorders
Phonographs and Records
Microphones
Film and Sound Projector
Opaque Projector
Slide and Filmstrip Projectors
Speedioscopes
Tachistoscopes
Varied Collection of Slides and
  Filmstrip Material
Verifax Duplicator

The curriculum laboratory with its diversified collection of educational material assists the student teacher in planning, directing and evaluating her teaching activities.

Psycho-Educational Center

The Psycho-Educational Center helps to fulfill the objectives of the Teacher Education Division by giving the students opportunities to study the child, guide the development of its personality, to understand the learning process, and observe the use of scientific methods and materials appropriate to the individual needs of the pupil. Opportunities at the Center include:

1. pre-student teaching laboratory experiences during the freshman or sophomore year; the nature of these experiences is mainly observational.
2. guided laboratory experiences related to the content of the courses in child growth and development, educational psychology, and improvement in reading; the nature of these experiences may be diagnostic, instructional, and evaluative.
3. study of individual case histories to obtain a comprehensive picture of the nature of the problem, means employed to its solution, and an appraisal of the outcomes with possible recommendations for follow-up procedures.
4. acquaintance with the use of scientific materials of instruction, as the SRA Reading Laboratory, standardized reading lessons and tests, etc., and the use of instruments as the telebinocular, audiometer, tachistoscope, reading accelerator, and the eye-hand coordinator.

Cooperating Schools

Public, private, and parochial schools are engaged in the cooperative endeavor of gradually inducting the student into the responsibilities of a teacher. Three different public school systems, those of Plymouth, Livonia and South Redford, offer the cooperative services of their principals and teachers both on the elementary and secondary levels. In addition, the parochial schools staffed by the Felician Sisters in the Archdiocese of Detroit are similarly engaged in the Professional preparation of prospective teachers.

Sister Mary Martina, C.S.S.F.
Education Department
November, 1959